Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

gained by first-hand study will gradually lead the pupil to trust his own eyes "in matters where process is revealed by form, as when the under-cutting of a cliff is revealed by its steepness, or the splitting of a ledge by frost is known by the presence of a talus, or the weathering of a limestone is shown by a yellow shell surrounding a blue interior. It is easy to find many illustrations in almost every locality. It is practicable to bring indoors many specimens to be used in a similar way, and when a start is thus obtained by observing nature itself, pictures may be used for the same purpose." (Fenneman.)

Then the better known land areas may be described in accordance with the knowledge thus gained at first hand under the guidance of a skillful teacher; or if the course is given in one year, this work had best be confined to our own continental area. Some attention should be given to modeling and map drawing. The proper use of topographic maps should be learned. The little book on *Governmental Maps,* by Davis, King and Collie, will be a great help with this part of the work. Professional Paper No. 60, of the U. S. Geological Survey, on *The Interpretation of Topographic Maps* is indispensable to the teacher, and may be purchased from the Superintendent of Documents at Washington. *Map Making and Map Reading,* by Robert M. Brown, in the *Journal of Geography,* February, 1904, will be found very helpful. The brief and excellent descriptions of the maps published by the U. S. Geological Survey (furnished monthly by the Survey), must remain a dead letter to the teacher who has no knowledge of the genesis of topographic forms. Goode's Sun Board is a simple instrument which is invaluable to the teacher who would make geography something real to his pupils. It may be used for a variety of purposes, among them to establish the true meridian of the observer and to determine his latitude. It is manufactured by the Central Scientific Company of Chicago, and sold by them for $12 net.

Enough practical use should be made of the weather maps furnished by the government to give the pupil an understanding of the general principles of weather changes and forecasts. Davis's *Practical Exercises in Physical Geography* is a valuable little book. But the teacher, having thoroughly acquainted himself with his subject, must work out his own methods in the field and laboratory. The best books are full of excellent illustrations, and they also furnish many references to the literature of the several subjects. Fairbanks's *Practical Physiography* is especially worthy of note on account of its illustrations, and there is nothing more stimulating than his articles in the *Journal of Geography.*

The teacher should own a copy of Salisbury's *Physiography.* He should, of course, be a subscriber to such a periodical as the *Journal of Geography* (New York, $1), and can get much help with the second part of the course from the *National Geographic Magazine* (Washington, D. C., $2.50). He should own some standard text-book of geology. LeConte's *Elements of Geology* ($4) presents the subject in the most attractive way, but it has not been kept fully abreast of geological progress. The *College Geology* of Chamberlin and Salisbury ($3.50) is very valuable, and every geography teacher should begin his professional library with *The New Basis of Geography* ($1.50), by Jaques W. Redway. A suggestive book for the teacher is Sutherland's *The Teaching of Geography,* and every teacher should own a copy of Hodge's *Nature Study and Life* (Ginn & Co.).

Above all, the teacher should prepare himself to teach such a course. He may get much help by attending a good summer school where physical geography is taught. He will find a magic lantern an invaluable aid in his work.

The best of the slide makers will lend you, without charge, colored lantern slides arranged in lecture sets for entertainments, and by the use of these the class may raise money for the purchase of slides.

Textbook illustrations should be supplemented by diagrams, photographs, lantern slides, etc., and should be further enforced by frequent trips to points of interest out of doors. A noted geographer once said, "Wherever home is there lie all the materials which are needed for the study of the entire globe." Is such a course as that here indicated possible in the high schools of North Carolina? Clearly, yes; but we can not come to it immediately, but must work up to it carefully and by degrees.

AIMS AND VALUES IN EDUCATION

The central theme running through the program of the North Carolina Teachers' Assembly this year is: "Aims and Values in Education"—a theme that is as old as all educational effort, and yet is ever new. It is broad enough to include the most general discussion of any phase of educational endeavor, and yet is definite enough to apply to the methods or results of the most scholarly piece of scientific investigation as well as to the minutest detail of school room practice. And, too, it is important enough not only to engage the best thinking of the teaching profession, but to challenge also the best thought of the nation's statesmanship.—N. W. W.